DOCUMENT RESUME

ED 187 988 CE 025 771

TITLE Project CHOICE: #105. A Career Unit for Grades 3 and 4. Nursing. (Health Occupations Career Cluster).
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 77
NOTE 53p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 736-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Awareness; Career Development; *Career Education; Educational Resources; Elementary Education; Grade 3; Grade 4; Instructional Materials; Learning Activities; Lesson Plans; *Nursing; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS Project CHOICE

ABSTRACT

This teaching unit, Nursing, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Health Occupations Career Cluster, these ten lessons introduce some basic medical terminology, discuss duties and responsibilities of nurses in the various fields of specialization and give nursing qualifications and employment opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#105

A CAREER UNIT FOR GRADES 3 AND 4

NURSING

(Health Occupations Career Cluster)

OE 025 777

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
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JUL 2 1 1980

Health Occupations Career Cluster

NURSING

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Health Occupations Career Cluster

NURSING

RATIONALE

Most children have had and will continue to have direct contact with various kinds of nurses. This is a unit that will give children an opportunity to learn about the various duties of nurses, help them relate directly to nurses and introduce some medical terminology.

GOALS

Through this unit, the students will:

-Become familiar with different types of nurses.

-Become aware of the duties and responsibilities in the different fields of nursing.

-Learn about nursing qualifications and employment opportunities in that field.

-Acquire an understanding of the importance of nurses in the different medical fields.

-Learn some medical terminology.

-Become aware of some famous nurses and their contributions to the field of nursing.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Name five types of nurses and their job responsibilities.

-Name five skills necessary to be a nurse.

-Tell about one famous nurse.

-List ten terms commonly used by nurses.

-Be able to take their own pulses.

-Relate the importance of nursing to everyday life.

-Describe the training and education needed by a nurse.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and a post-test).

Use this informal inventory to determine class awareness of the nursing field:

1. How many of you have ever been to see the school nurse? What did the nurse do?

2. Name some different kinds of nurses.

3. What are some jobs a nurse has in a hospital?

4. What kind of education do nurses have to have in order to carry out their duties?

5. Why do you think nurses are important? Explain.

6. What skills are needed by a nurse?

7. Describe some tasks nurses can perform.

8. List several terms commonly used by nurses.

9. Name some famous nurses.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be utilized in this unit:

-Films, as listed.
-Filmstrips, as listed.
-Soundstrips, as listed.
-Books, as listed.
-Study prints, as listed.
-Tape and tape recorder.
-Film and filmstrip projectors.
-Magazines.
-Task cards.

Films:

Careers: Health Services
Jobs in the City; Medical and Health
Food: Facts and Facts
Bread Winner
I Am Joe's Heart
I Am Joe's Spine
Teeth Are for Keeping

Filmstrips:

FS Florence Nightingale and the Founding of Professional Nursing
FS Nurses' Aide

Soundstrips:

SS Health Careers

Study Prints:

SP-S Hospital Helpers

Books:

Number	Title	Author
361.1	Come Work with Us in a Hospital	Wikinson
362.1	Elizabeth Gets Well	Weber
362.1	What Happens when You Go to the Hospital	Shay
362.1	Let's Go to a Hospital	Rowland
362.1	Danny Goes to the Hospital	Collier
610	Doctor John	Thompson
610	Dr. Trotter and His Big Gold Watch	Gilbert
610	How Doctors Help Us	Micher
610.9	Story Behind Great Medical Discoveries	Montgomery
616	How the Doctor Knows You're Fine	Cobb
576	World of the Microscope	Ludovici
610.9	All About Great Medical Discoveries	Dietz
610.9	Modern Medical Discoveries	Crowell
610.9	Wonderful World of Medicine	Calder
610.69	I Want to Be a Nurse	Greene
610.69	I Want to Be a Doctor	Greene
617.6	I Want to Be a Dentist	Greene
610.69	Jobs in Health Care	Englebardt
610.69	Careers in a Medical Center	Davis
610	Jill's Check-Up	Jubelier
616	A Visit to the Doctor	Berger
921	Clara Barton, Girl Nurse	Stevenson
921	Clara Barton: Soldier of Mercy	Rose
921	Florence Nightingale	Nolan

Number	Title	Author
610	The First Book of Nurses	Kay
921	Clara Barton, Red Cross Pioneer	Graham
921	America'a First Trained Nurse, Linda Richards	Baker
610.73	The Story of Nursing	Dodge
610.73	Miss Sue, The Nurse	Thompson
CL1	I Want to Be a Nurse	Krehbed
PB	Jamie Visits the Nurse	Reit

In addition to these books there are numerous books available from the Public Library. Many of the titles are listed on the following pages.

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:

MP	3768	Community Health In Action
MP	3769	Community Health Is Up to You
MP	3838	Improving America's Health
MP	2428	*Is a Career in Health Services for You?
MP	3820	Home Nursing Fundamentals
FS	3956	Dollars for Health
MP	3868	Me and My Senses
MP	3880	Our Wonderful Body - How Its Parts Work Together

*Usually used in junior and senior high schools.

COMMUNITY RESOURCES

The following persons may be used as resources in this unit:

-Parents
-School personnel
-School nurse
-Local medical office staff
-In-service director of a community hospital
-Nurse's aide
In Bakersfield contact:
-Halls Ambulance; Public Relations; 832-0123.
-Kern County Health Department; 861-3631.
-San Juaquin Hospital; Barbara Madigan; 327-1711.
-Cal State Bakersfield; School of Nursing; 833-2394.
-Bakersfield College; Nurses Program; 395-4281.

Bibliography Relating to Health Careers

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J 610 Fleming, Doctors in Petticoats. J.B. Lippincott Co., N.Y. 1964. 159p. (5th)

J 610 Engeman, Jack, Doctor, His Training and Practice. Lathrop, Lee & Shepard, N.Y. 1964. 119p. (5th) A picture story.

J 610 Barr, George, Young Scientist and the Doctor. McGraw-Hill, N.Y. 1969. 155p. (4th)

J 610.78 Marks, Geoffrey, The Amazing Stethoscope. Messner, N.Y. 1971. 80p. (4th)

J 610.9 Dietz, David, All About Great Medical Discoveries. Random House, N.Y. 1960. 140p. (4th)

J 610.9 Fisher, Leonard, The Doctors. Watts, N.Y. 1968. 44p. (4th)

J 610.78 Lerner, Marguerite Rush, Doctor's Tools. Medical Books for Children. Minneapolis. 1962 (3th)

J 610.7 Dodge, Bertha, The Story of Nursing. Little, Brown & Company. Boston. 1965. 232p. (5th)

J 610.709 Wright, Helen, Great Adventures in Nursing. Harper & Brothers, N.Y. 1960. 288p. (6th)

J 610 Rockwell, Harlow, My Doctor. Macmillan Publishing Co., N.Y. 1973. (3th)

J 610.9 Calder, Richie, Wonderful World of Medicine. Doubleday & Company, Inc., Garden City, N.Y. 93p. (6th)

J 610.9 Hill, Doctor Who Conquered Yellow Fever. Random House, N.Y. 1957. 176p. (5th)

J 610.9 Hume, Ruth, Great Women of Medicine. Random House, N.Y. 1964. 259p. (6th)

J 610.9 Hume, Ruth, Great Men of Medicine. Random House, N.Y. 1961 189p. (6th)

J 610.9 Martin, Lealon, Conquest of Disease. Coward-McCann Inc. N.Y. 1961, 121p. (5th)

J 610.9 Rosenberg, L. The Story of Modern Medicine. W.W. Norton & Company, Inc., N.Y. 1966, 107p. (6th)

J 610.9 Shippen, Katherine, Men of Medicine. The Viking Press, N.Y. 1957, 220p. (7th)

J 610.9 Sterne, Emma, Blood Brothers. Alfred A. Knopf, N.Y. 1959, 174p. (6th) Four men of science.

J 371.42 Davis, Mary, Careers in the Medical Center. Lerner Pub. Co., Minneapolis, 1973.

371.42 Lee, Essie, Careers in the Health Field. Messner, N.Y. 1972. 191p.

610.69 Bredow, Miriam, The Medical Assistant. McGraw-Hill, N.Y. 1970. 445p. Guide to clinical, secretarial and technical duties.

371.42 Chernok, Norma B. Your Future in Medical Assisting. Arco, N.Y. 1971. 127p.

JB (A) Noble, Iris, Nurse Around the World: Alice Fitzgerald. Messner, N.Y. 1964. 191p.

J Laklan, Carla, Nurse in Training. Doubleday, Garden City, N.Y. 1965.

J Lewis, Mary Christianna, Nurse Matilda. Dutton, N.Y. 1964.

J Lewis, Mary Christianna, Nurse Matilda Goes to Town. Dutton, N.Y. 1967.

808.3 Barry, Sonia, A Treasury of Nurse Stories. (by world famous authors). Fell, N.Y. 1962. 269p.

J 920 Chandler, Caroline Agusta, Famous Men of Medicine. Dodd, Mead, N.Y. 1965. 155p.

J 610 Ferten, D., Ms-MD. Westminster, Philadelphia, 1973, 144p.

J 610 Splaver, Sarah, Some Day I'll Be a Doctor. Hawthorn, N.Y., 1967. 95p. (5th)

J 610 Thompson, Frances B., Doctor John. Melmont, Los Angeles, 1959, 30p. (3th)

J 610 Truax, Rhoda, True Adventure of Doctors. Little, Brown, Boston, 1954. 216p.

J 362.11 Kay, Eleanor, The Emergency Room. Watts, N.Y. 1970.

J 362.11 Shay, Arthur, What Happens When You Go to the Hospital? Reilly & Lee, Chicago, 1969.

J 362.11 Stein, Sara Boonett, A Hospital Story: An Open Family Book for Parents and Children Together. Walker, N.Y. 1974. 47p.

J 610.7 Kay, Eleanor, Read About the School Nurse. Watts, N.Y. 1972. 48p.

J 610 Barr, George, Young Scientist and the Doctor. McGraw-Hill, N.Y., 1969. A beginning book on the science involved in the various types of examinations and tests made by a doctor during an office visit. 120p. (5th)

J 610 Boylston, Helen Dore, Sue Barton, Neighborhood Nurse. Little, Brown, Boston. 1959.

J 610.9 Calder, Richie, The Wonderful World of Medicine. Garden City Books, Garden City, N.Y. 1969, 96p. Story of man's quest for health and to develop the art and science of healing.

J Clapp, Patricia, Dr. Elizabeth: The Story of the First Woman Doctor. Lathrop, Lee & Shepard. N.Y. 1974. 156p.

J 610 Coy, Harold, Doctors and What They Do. Watts, N.Y. 1956. 183p. Various jobs of the doctor.

J 610.7 Dodge, Bertha Sanford, The Story of Nursing. Little, Brown. Boston. 1965. 244p.

J Deming, Dorothy, Nursing Assignment in El Salvador. Dodd, Mead, N.Y. 1954.

J 371.42 Englebardt, Stanley, Jobs in Health Care. Lee, Lathrop & Shepard, N.Y. 1973. Professional people describe what they do - many careers.

JP Greene, Carla, Doctors and Nurses: What They Do? Harper & Row, N.Y. 1963. (An, I can read book)

J 610.69 Hyde, Margaret Oldroyd, Medicine in Action. Whittlesey House, N.Y. 1956. 160p. Introduction to a career in one of the many special fields. revised 1964. Provide an understanding of what is happening in medicine.

J 610.7 Kay, Eleanor, The First Book of Nurses. Franklin Watts, N.Y. 1968. 56p. Different jobs for nurses.

J 371.42 Searight, May W. Your Career in Nursing. Messner, N.Y. 1970. 170p. Practical information about the amazingly varied opportunities and rich rewards that nursing offer.

J 371.42 Starrett, Robert S. Find a Career in Medicine. G.P. Putnam's Sons, N.Y. 1960. 160p. Approach to medical education as conceived by the deans of medical schools, the AMA, and other professionals.

J Stolz, Mary Slattery, The Organdy Cupcakes. Harper, N.Y. 1951.

J 610.709 Wright, Helen & Samuel Rapport, Great Adventures in Nursing. Harper, N.Y. 1960. 288p.

TEACHER BACKGROUND

HEALTH CAREERS * NURSING SERVICES

1. Professional Nurse - Registered Nurse - R.N.

Job: The registered nurse delivers and coordinates direct patient care, administers treatments and medication prescribed by physicians, observes and records symptoms and progress of patients, instructs auxilliary personnel, and performs other duties concerned with the care of the sick and injured, prevention of illness, and the promotion of good health. They do this by either giving direct care or through supervising allied nursing personnel.

Nurses may specialize in medical, surgical, intensive care, obstetric, pediatric, rehabilitative, and psychiatric nursing. As well as in the operating room, emergency room, orthopedics, geriatrics, schools, offices, clinics and in private duty situations.

Nurses (general duty, head nurses, supervisors and directors) are employed in hospitals, nursing homes, public health departments, doctors' offices, industries, school, schools of nursing, as well as enter the armed services at an officer's rating.

Education:
There are three major types of programs for an interested student to choose from.

1.	Community College Associate Degree	2 years
2.	Hospital School Diploma	3 years
3.	College or University Baccalaureate Degree	4 years

Salary:
Salaries vary according to employers, supplemental benefits as well as areas of the country.
An R.N. with a diploma or an associate degree will usually begin at $7,500-$8,000 per year.
With a baccalaureate degree, the salary may begin at $8,500 or higher. With advancement through experience, added responsibility and additional education, positions at the top can reach $25,000 to $35,000 annually.

License:
An R.N. is required to possess a valid license to practice in any state. After graduation from any approved program, the state exam may be taken.

2. Licensed Vocational Nurse - L.V.N. - Licensed Practical Nurse - L.P.N.

Job: The licensed vocational nurse cares for patients under the supervision of a physician or a registered nurse, providing bedside nursing care while carrying out such duties as changing dressings, administering various treatments, giving routine medications, and taking and recording temperature, pulse, respiration, and blood pressure.

L.V.N. may be employed in hospitals, nursing homes, clinics, physicians' offices or various government agencies as well as private duty in hospitals or homes.

Education:
Programs vary in length and in requirements. Usually they are one year long and offered through hospitals, community colleges or adult high schools or vocational schools.

Salary:
Salaries vary according to employers, benefits, and area of the country.

License:
A license is required to practice in all states. After graduation from an accredited school, the exam may be taken.

3. Hospital Assistant - Aide - Orderly - Home Health Aide

Job: Working under the direction of a registered or licensed vocational nurse, the assistant makes beds, bathes patients, administers simple treatments, takes temperature, pulse, respiration and blood pressure, observes and records patient's progress and reaction to treatment, feeds patients, transports patients to various areas of the facility, and performs messenger service duties. At the home, the home health aide bathes and exercises the convalescent or semi-invalid person, supervises the taking of medicines, shops and prepares food for the patient, performs those housekeeping duties necessary to provide a safe, clean home environment.

Assistants may be employed in hospitals, nursing homes, and other health care facilities. The home health aide is also employable in nursing agencies, social service agencies, and in community home health agencies.

Education:
Programs vary in length from 6 weeks of on-the-job training to one year programs offered within normal high school curriculum. Vocational schools and trade schools also offer these classes.

Salary:
Salaries range from minimum wage to $456-$565 a month in acute facilities. Approximate yearly range is $4,000 to $7,200 a year.

License:
There is at present no license required, however, some schools issue a certificate of completion when the class is completed.

4. Ward Clerk - Nursing Secretary

Job: Performs general clerical duties by preparing, compiling, and maintaining records in a hospital nursing unit. Some duties include general record keeping, answering the telephone, directing visitors, recording certain information on records, writing patient requisitions for laboratory tests and procedures, transcribing orders from the physician, ordering medications and supplies, delivering mail, newspapers, and flowers to the patients.

Education:
High school graduation preferred. Preparation varies with hospitals, but usually some background in typing, and medical terminology required. Some on-the-job training in hospitals with some one semester courses prepare the ward clerk.

Salary: Varies from place to place.

5. Ambulance Attendent and Driver

Job: The ambulance driver drives the ambulance to transport sick, injured, or convalescent persons to and from the hospital. He is assisted by the ambulance attendent who helps in lifting patients into and out of the ambulance, wheelchair, or stretcher. They may both render first aid in emergencies such as bandaging, splinting, and administer oxygen.

(Ambulance Attendent and Driver) cont.

Education:
The attendent should have a grammar school education, courses in first aid, and on-the-job training in methods and procedures. The driver should have a high school education, first aid, and auto mechanics, one year's driving experience along with on-the-job training. May need a chauffeur's license.

6. Para Medic (fireman and policeman)

Job: A paramedic is trained to administer immediate medical care to the victim of an accident or heart attack. The object of treatment is to stabilize the victim's condition before moving him to the hospital. He is under the direct supervision of a licensed physician.

Education:
Paramedics are usually firemen, policemen, ambulance attendants, male nurses or former military medics, who have gone through a program of intensive training under close supervision learning to use an electrocardiograph monitor, a stethoscope, an oscilloscope, ventilatory assistance equipment, defibrillator, and administer a limited amount of medications. The training varies from 3-5 months.

7. Operating Room Technician (Surgical Technician)

Job: Performs a variety of duties in the operating room to assist the surgical team such as pass instruments, sponges, and sutures to the surgeon and assistants, prepare the patient for surgery, assist in the clean-up following the surgery, count sponges, needles, and instruments used and make notations on the patient's chart.

Education:
High school graduation with additional training in a special school, on-the-job, or as an LVN or RN.

Salary:

$5,000 to $12,000 depending upon experience and work situation.

HEALTH CAREERS * NURSING SERVICES CONTINUED

8. Orthopedic Technician - Cast Technician

Job: Molds and removes plaster of Paris casts and assembles and applies traction equipment for patients as directed by a physician.

Education:
On-the-job training necessary. May also be an orderly, LVN, or military corpsman.

9. Mental Health Technician

Job: He is a member of the treatment team which may consist of a physician, nurse, psychiatrist, social worker, occupational therapist, as well as other therapists. He may work in a psychiatric ward, community mental health center, vocational rehabilitation department, state institution for the emotionally disturbed, also in headstart or day-care programs.

Education:
Two year program usually in the community college. The program is similiar to that of LVN. Licensed in Calif.

Salary:
Similiar to that of LVN. $7,000 to $9,000 yearly.

HEALTH OCCUPATIONS

Ladder of Education in Nursing

	Degrees	Jobs
7 years +	Doctorate of Nursing also Doctorate of education or health education	Administrative head of School of Nursing Research Education
5-6 years	Masters Degree in Nursing also may be in a related field (UCLA)	Administrative positions Education Research Consulting Nurse Practitioner
4 years	B.S. Degree in Nursing	Staff Nurse Public Health Nursing Advancement to administrative positions within hospitals Military services nursing officer Education
3 years	Hospital Diploma in Nursing	Staff Nurse Hospital Nursing Doctor's Offices Industry
2 years	A.S. Degree in Nursing	Staff Nurse Hospital Nursing Doctor's Offices Industry
1 or 2 years	Licensed Vocational Nurse (L.V.N.) (Additional year is for the A.S. degree)	Staff Nurse within hospitals Intensive care units with additional training Doctor's Offices
High School or 1 semester college class	Nurse Aide Certificate of class completion (high school class for seniors or one semester at a community college)	Direct patient care in acute or convalescent hospitals Preparation for advancement up the ladder

NURSING TERMS

Nursing personnel:

RN: Registered Nurse

LVN: Licensed Vocational Nurse

Aide

Nursing Areas:

Medical	Psychiatric
Surgical	Operating Room
Intensive Care	Emergency Room
Obstetrics	Orthopedics
Pediatrics	Geriatrics
Rehabilitation	Schools
Office/clinic	Private Duty

Nursing Skills:

TPR = Temperature, Pulse, Respiration

BP = Blood Pressure

Vital Signs

Medication

Injection

IV = Intravenous

Dressings

Activities of Daily Living

Teacher Information Sheet:

Some Medical Terminology

1. Delivery Room - where babies are born.
2. Intensive Care - a special hospital unit for patients who need extra care.
3. Orthopedic Floor - unit for care of patients with various diseases and broken bones.
4. Pediatrics - unit for treating children.
5. Obstetrics - unit in the hospital for care of mothers and newborn babies.
6. Psychiatry Floor - unit in the hospital for treatment of the mentally ill.
7. Immunization - a vaccine to prevent certain diseases.
8. Diagnosis - the nature of a patient's disease, determined by observation and examination.
9. X-rays - a procedure that photographs internal body organs.
10. Surgery - treatment of patients with operations.
11. RN - registered nurse.
12. LVN - licensed vocational (or practical) nurse.

Instructional Strategy: Lessons 1 - 10

Lesson 1

PURPOSE

To help the children become more aware of the profession of nursing and related professions.

ARRANGEMENTS

1. Arrange for a visitor from a college nursing program (see suggestions in Community Resource section).

INTRODUCTION

After a discussion to make the Entry Level Assessment, Say: "Today we have a visitor who will help us learn more about people who work to help us stay healthy."

Discuss different kinds of nurses, people upon whom nurses depend, people who depend upon nurses, people who work closely with nurses, etc.

CLASS ACTIVITIES

1. Entry Level Assessment.
2. Develop a list of questions that the children have about other health and medical workers.
3. Discussion with visitor list.

SUMMARY

1. Discussion of visitor.
2. Review list of questions.

Lesson 2

PURPOSE

To develop an awareness of the different kinds of nurses and their job responsibilities.

MATERIALS

1. Any film or filmstrip showing nurses at work, OR pictures of nurses, including a male nurse if possible.
   Suggested pictures: Study Prints, Hospital Helpers; pictures in books about health workers.
2. Worker Wheels 1 and 2, next 2 pages.
3. Book: Careers in a Medical Center, Davis or any book on nursing - check with school or public library.
4. Chart paper and felt pen.
5. Film or filmstrip projector.
6. Teacher Information Sheet.

INTRODUCTION

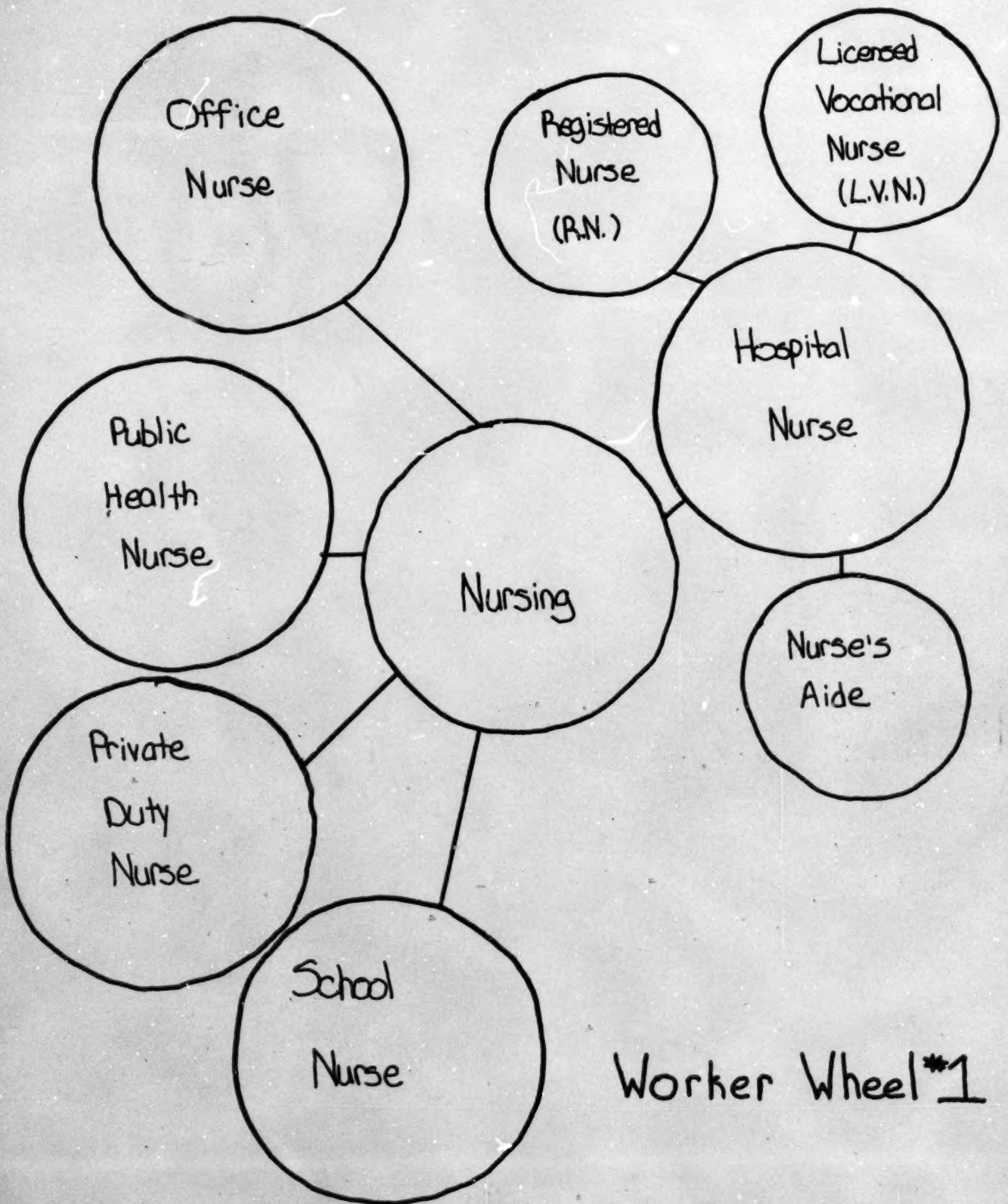
Hold up different pictures of nurses. Say: "Have you ever seen this person? Who is this person? What does this person do? Today we are going to learn some more about nurses - what they do and how they are important."

CLASS ACTIVITIES

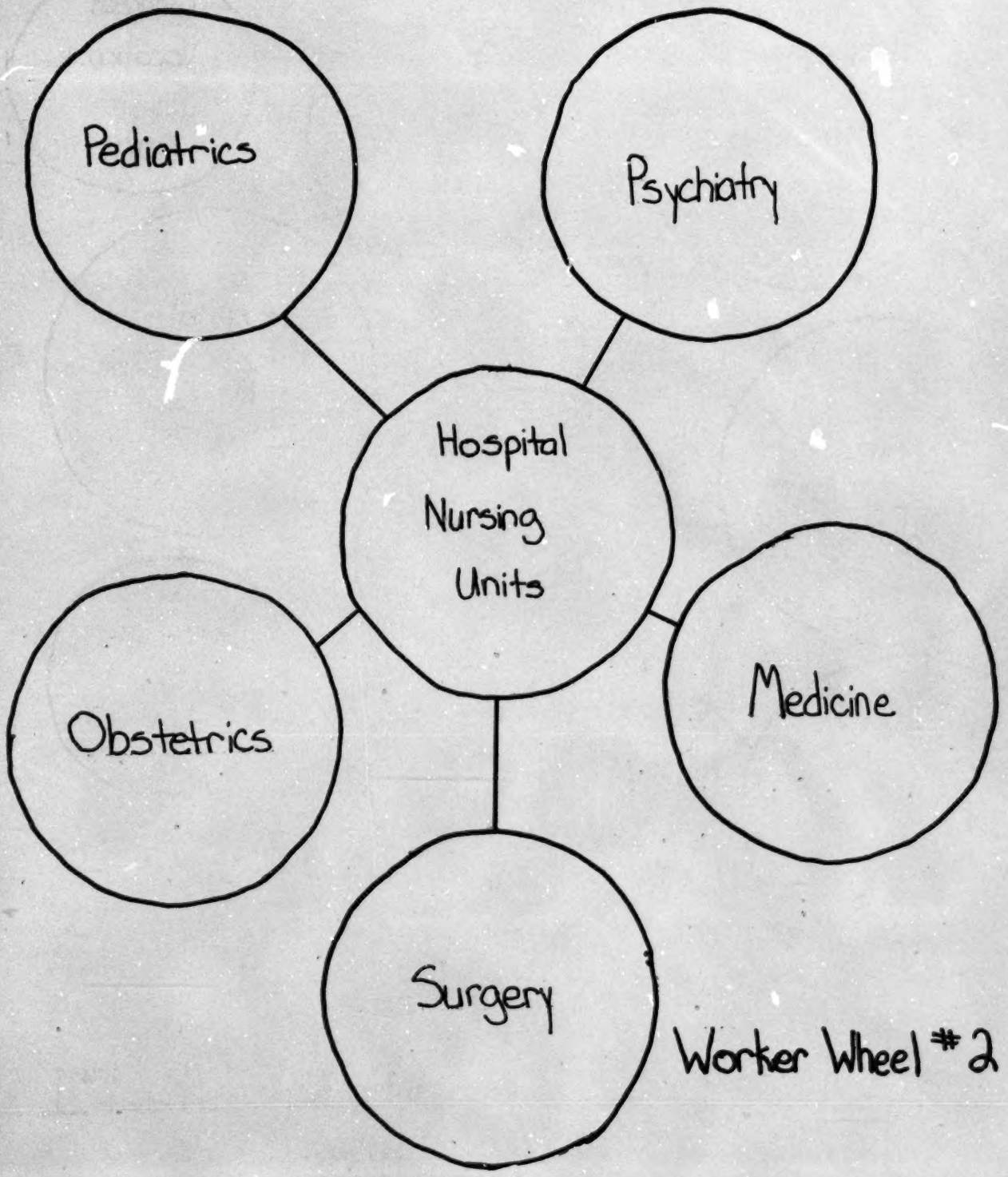
1. View film or filmstrip, if available.
2. Class discussion based on Worker Wheels 1 and 2.
3. List on chart paper, various types of nurses and the different hospital departments.
4. Discuss some general nursing duties.

SUMMARY

1. Review of film, filmstrip, or pictures.
2. Review of Worker Wheels.



Worker Wheel #1



Worker Wheel # 2

Lesson 3

PURPOSE

To familiarize students with the qualifications and requirements necessary to be a nurse.

MATERIALS

1. Task cards 2, 3, 10, 12, and 13.

INTRODUCTION

Say: "What do you think makes a good nurse? What kind of person should he/she be? What kind of things does a person need to learn before he/she can become a nurse? Do you think anybody can become a nurse?" Elicit a discussion on each of these questions.

CLASS ACTIVITIES

1. Review the chart and worker wheels from Lesson 2.

2. Task cards.

SUMMARY

1. Reports from students using task cards.

Lesson 4

PURPOSE

To help the children become aware of the duties of a school nurse.

MATERIALS

1. Resource person: your school nurse.
2. School nurse questionnaire, next page.*

INTRODUCTION

Say: "Today we are going to learn about our school nurse. She/he will tell us some of the things that happen during the day. Listen carefully and think about some questions you might have for the guest speaker."

CLASS ACTIVITIES

1. Listen to guest speaker.
2. Ask questions of the speaker.
3. Write thank you notes to the speaker.

SUMMARY

1. Discussion with guest speaker.

*Give the school nurse the questionnaire several days prior to the class visit.

School Nurse Questionnaire
(For use with Lesson 4 - give to nurse several days in advance of the lesson.)

1. Describe your job.
2. Why is your job important?
3. What are the rewards of this job?
4. What are the disadvantages of your job?
5. Tell about your hours of work and vacation.
6. What do you learn on your job?
7. What are the advancement opportunities for school nurses?
8. How much education is needed for school nursing?
9. What skills are necessary in order to perform the job of school nurse?
10. What do you like about your job?
11. What do you dislike about your job?
12. What are the chances for future employment in the area of school nursing? Are the job opportunities open to men and women?

Lesson 5

PURPOSE

To aid in the students understanding of the five senses. To make students aware of the need for the proper care of the organs that produce sensory awareness.

MATERIALS

1. A film or filmstrip about the five senses. Suggested film available at Instructional Resource Center, Superintendent of Schools Office: 3868 Me and My Senses.

2. 5 copies of task card 11.

INTRODUCTION

Say: "A nurse must be familiar with the five senses and how good health is important to them. Today we are going to find out about our senses. Who can name the senses of our body? Let's watch the film or filmstrips and see what we can learn about them."

CLASS ACTIVITIES

1. View film or filmstrips.

2. Discuss film or filmstrips.

3. Divide the class into 5 groups and give each group a different sense (touch, taste, smell, hear, see) to work on (see task card 11).

SUMMARY

1. Review of film or filmstrips.

2. Reports from groups using task cards.

Lesson 6

PURPOSE

To help students become aware of some of the internal organs of the body, their functions and locations.

MATERIALS

1. Film or filmstrip about body organs and their functions. Suggested film available at Instructional Recource Center, Superintendent of Schools: 3860 Our Wonderful Body and How Its Parts Work Together.
2. Chart of the human body and it's organs, or this can be sketched on the chalkboard.
3. Ditto of the human body for each child, following page.

INTRODUCTION

Say: "Today we are going to learn about some organs in the human body. Why do you think it's important for a nurse to know where these organs are and what they do? Who can name some of the main organs in the human body? Let's watch the filmstrips to learn more about all of these."

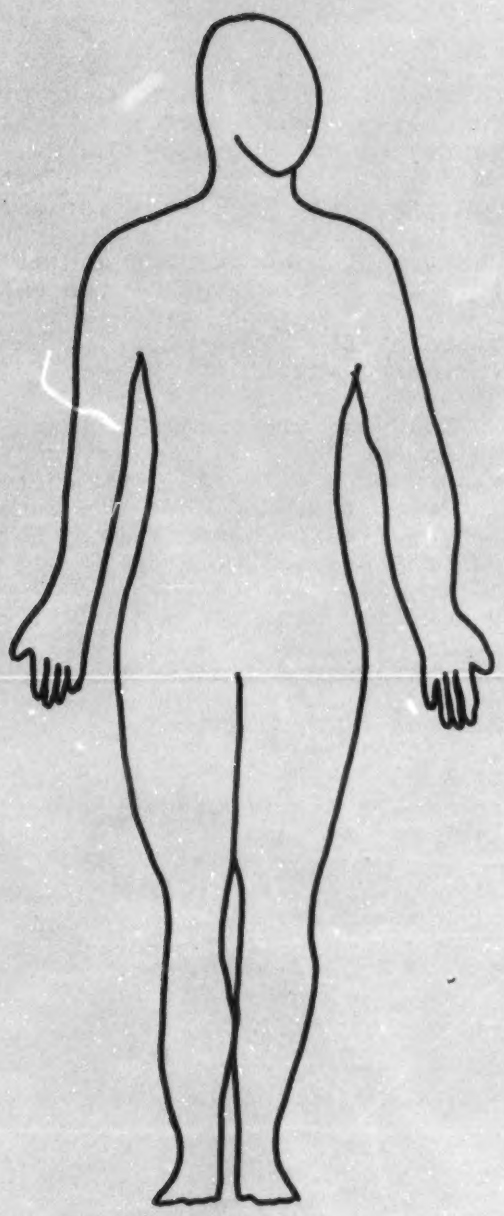
CLASS ACTIVITIES

1. Discussion based on Introduction.
2. View film or filmstrips.
3. Discuss film or filmstrips.
4. Discuss organs of the body and label them on the chart (heart, lungs, liver, stomach, kidneys, etc.).
5. Students fill in their own human body (ditto) with these organs.

SUMMARY

1. Review film or filmstrip.
2. Students' completed dittos.

HUMAN BODY



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Lesson 7

PURPOSE	To become more aware of specific duties involved in nursing.
MATERIALS	1. Books as listed under Suggested Instructional Materials. 2. Task cards 3 through 5.
INTRODUCTION	Say: "Today we are going to find out a little more about some of the things a nurse has to know and how to do. You may wish to work alone using our reference library or you may work with a small group. Take fifteen minutes to list anything you find out about a nurse's duties."
CLASS ACTIVITIES	1. Task cards.
SUMMARY	1. Reports from students using task cards. 2. Sharing of developed lists.*

*You may want a group of students to consolidate the lists and make a master for distribution to the class.

Lessons 7 and 8 can be combined and done in one day or spread out over a two day period.

Lesson 8

PURPOSE

This is a continuation of Lesson 7. The purpose is to learn more about the specific duties involved in nursing.

MATERIALS

1. Yesterday's master list.
2. Poster paper and crayons or felt pens.
3. Task cards 7 through 9 and 14.

INTRODUCTION

Say: "Let's review some of the things we learned about nursing from yesterday. Today we are going to learn some new things about nurses and nursing responsibilities from each other."

CLASS ACTIVITIES

1. Discuss master list made yesterday.
2. Select an item from the master list. Make a poster illustrating one nursing duty.
3. Task cards.

SUMMARY

1. Reports from students using task cards.

Lesson 9

PURPOSE	To make students aware of the job opportunities in nursing for men and women.
MATERIALS	1. Task cards 15 through 20.
INTRODUCTION	Say: "Many men are entering the field of nursing. Steady work, a good chance for advancement and increasingly better salaries are reasons both men and women are interested in nursing. There is a demand for civilian male nurses because there are so few compared to female nurses."
CLASS ACTIVITIES	1. Discussion based on the Introduction. 2. Use task cards.
SUMMARY	1. Reports from students using task cards.

Lesson 10

PURPOSE To evaluate what the children have learned about the profession of nursing.

MATERIALS

1. Tape from pretest.
2. Tape recorder.
3. Entry Level Assessment.
4. Task cards (all).

INTRODUCTION Say: "Today we are going to find out how much we have learned about nursing. First, let's listen to the tape we made at the beginning of this unit. Now let's find out how much more we know."

CLASS ACTIVITIES

1. Listen to pre-test.
2. Make a new tape as post-test.
3. Free use of all the task cards.

SUMMARY During the taping and after completion of the task cards, children should feel free to discuss what they've learned about nursing.

TASK CARD 1

FAMOUS NURSES

You need:

1. encyclopedia
2. library
3. pencil
4. paper
5. a library book about Florence Nightingale

Who was Florence Nightingale? What did she do? Why was she famous? Find out about some other famous nurses. Find out what they did that was important. Share what you find with the class. You can use a library book to gather information.

TASK CARD 2

HELPING OTHERS

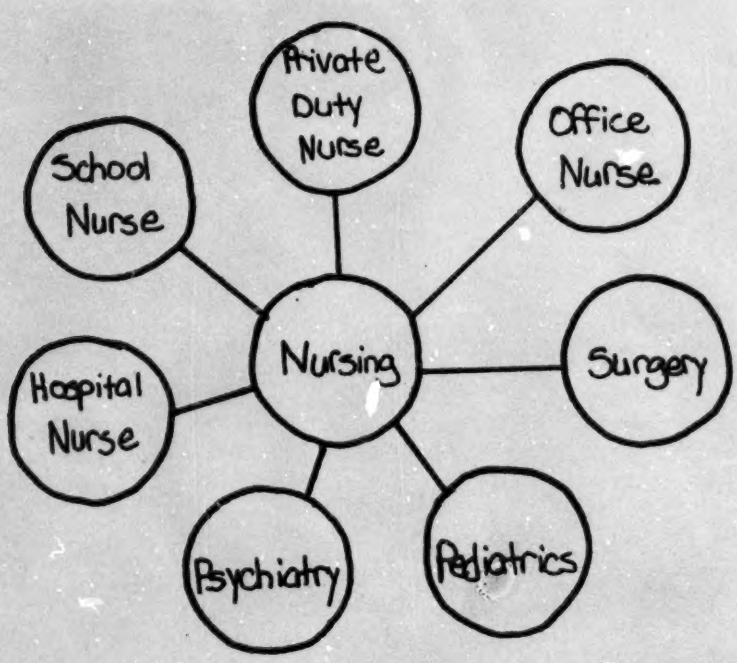
You need:

1. pencil
2. paper

What skills does it take to be a nurse?
Could you be a nurse?

Pretend you are writing to a nursing school telling why you would be a nurse. What would you say to them? Write down your ideas in a letter form.

TASK CARD 3

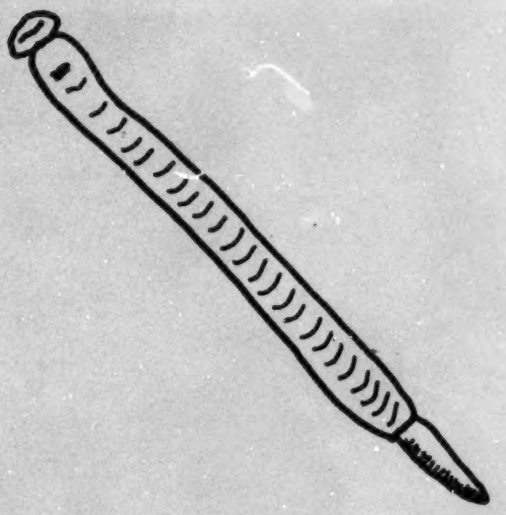


You need:

1. pencil
2. paper
3. a friend

Think about five nursing specialities. Each one works in a different medical area. Each one performs some special services. Choose one of the nurses. Tell the class or a friend about five of the nursing duties. See if they can guess the kind of nurse described. You can act out a skit or write a paragraph to describe the area of nursing you select.

TASK CARD 4



You need:

1. thermometer, alcohol
2. a friend
3. a clock with a second hand
4. pencil
5. paper

Take your friend's temperature. Keep the thermometer in your friend's mouth for three minutes. Take it out and read it. Is it normal? Have your friend take your temperature. Record your findings on paper.

To the teacher: Be sure you have parental permission before you assign this activity or before a child selects this activity.
Suggested below is a form to use.

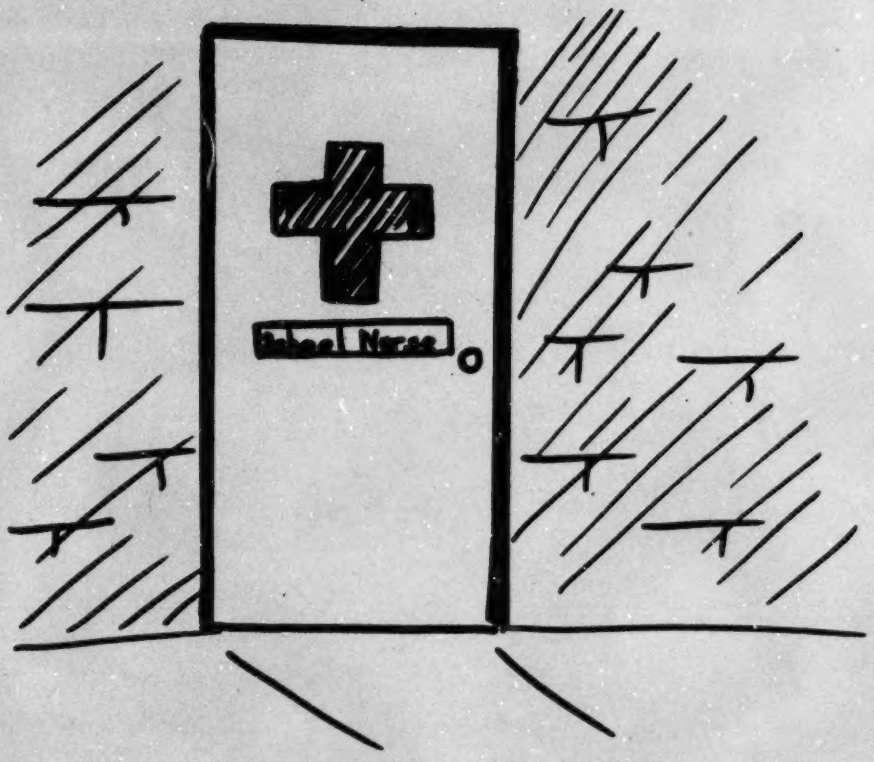
Students name: _____ Room: _____

Teacher's name: _____

As part of a Career Education Unit, we are teaching in this class, we are taking temperatures, showing the students how the nurses do this.
If you do wish your child to participate, check here _____.
If you do not wish your child to participate, check here _____.

_____
Parent's Signature

TASK CARD 5



I'M A SCHOOL NURSE!

You need:

1. pencil
2. paper
3. crayons
4. drawing paper

Pretend you are a school nurse. Quite a few students in your school have come down with measles, mumps, and chicken pox. What would you tell the other students about these diseases? How could they prevent them? How would they know if they had the disease. Check with the school nurse for information about the communicable diseases. How are parents informed about various diseases which are discovered at school? Draw pictures to go along with your report.

TASK CARD 6

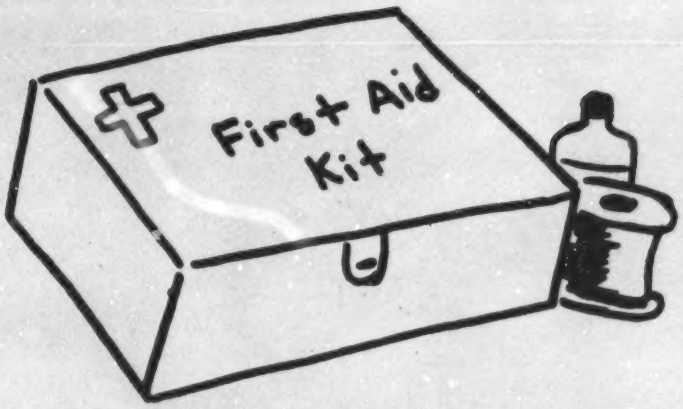
WELL-GROOMED NURSE

You need:

1. crayons
2. manila paper
3. magazines
4. scissors

What does a nurse wear? What kind of clothes do they usually wear? Design some different nurse's uniforms. Find some pictures in magazines that might make good nurse's uniforms. Put your pictures in a scrapbook. Be sure to include uniforms for men and women. What other things besides dress are considered by nurses as they prepare to carry out this job? (Hair, shoes, etc.)

TASK CARD 7



You need:

1. first aid materials or pencil and paper

Here are some situations where first aid is needed.

Tell, write, or act out what you would do if:

1. You are helping with the cooking and you pick up a hot pan without a pot holder and get a mild burn.

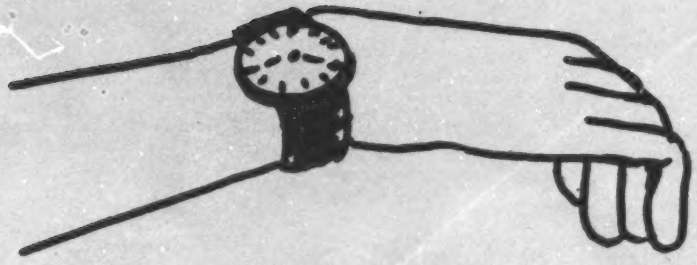
2. You are helping your parents stack wood and you get a splinter in your finger.

3. You are running on the playground and bump into a friend. Your nose starts bleeding.

4. Your little sister has just fallen and scraped her knee.

5. A young neighbor child cut himself while playing with a pocket knife.

TASK CARD 8



You need:

1. a clock with second hand
2. acting skill
3. pencil
4. paper

Time is very important to a nurse. Pretend you are a nurse. Act out each of these situations.

1. Count. How many times does your heart beat in one minute? Record your answer.

2. Jump in place 20 times. How many times does your heart beat in one minute?

3. How many breaths do you take in one minute?

4. Run in place for 20 seconds. How many breaths do you now take in one minute?

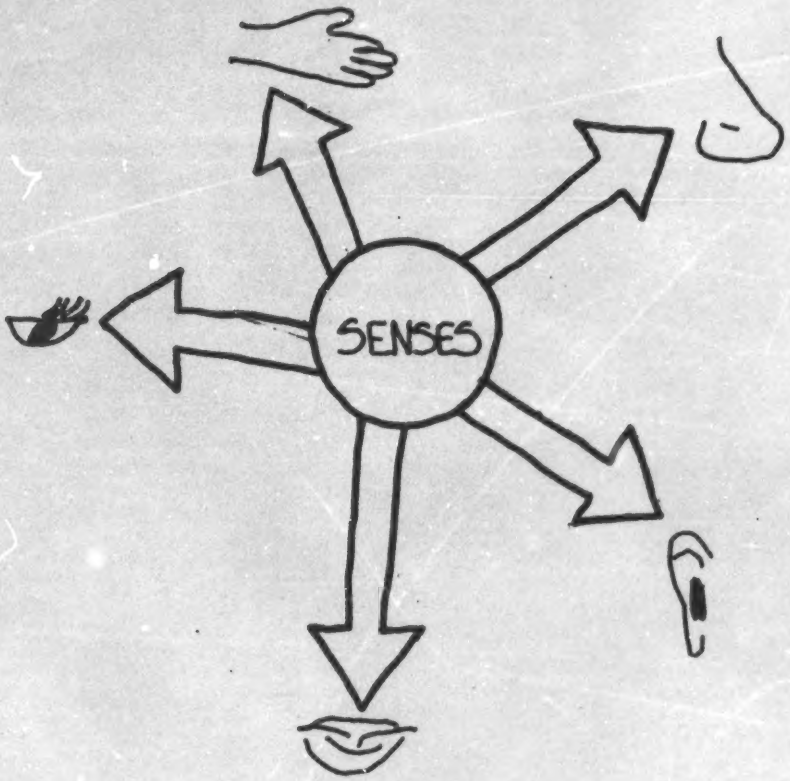
TASK CARD 9

You need:

1. pencil
2. paper
3. permission to visit the school nurse or nurse's aide.

A nurse's aide is very helpful to a nurse. Talk to your school's nurse's aide and report to the class about the things a nurse's aide must know how to do. You may be able to ask the school nurse about a nurse's aide. Make a poster to share your findings with the class.

TASK CARD 10



SENSES

You need:

1. magazines
2. scissors
3. paste

A nurse must be aware of the need for proper care of the organs that produce sensory awareness. Think about how we use our senses. Think about hearing, tasting, touching, smelling, seeing. Take one sense. Find pictures in magazines that describe how the sense is used. Put the pictures on construction paper. Write a sentence to label the pictures.

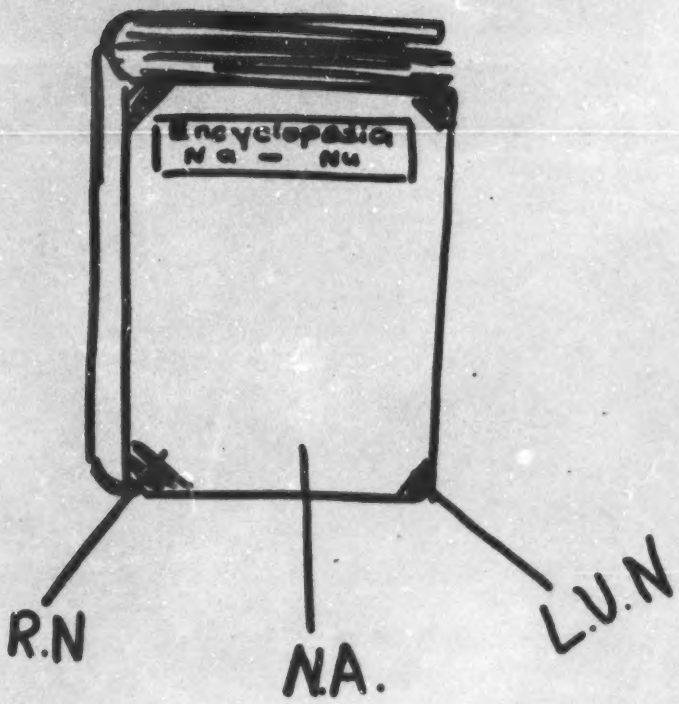
TASK CARD 11

You need:

1. crayons
2. shelf paper
3. 3 friends to help

Think of 5-10 jobs that a nurse does during the day. Draw a different picture of each of these jobs. The members of the committee will have a task to illustrate. Make a mural to show many duties of a nurse. Label each part of the mural.

TASK CARD 12

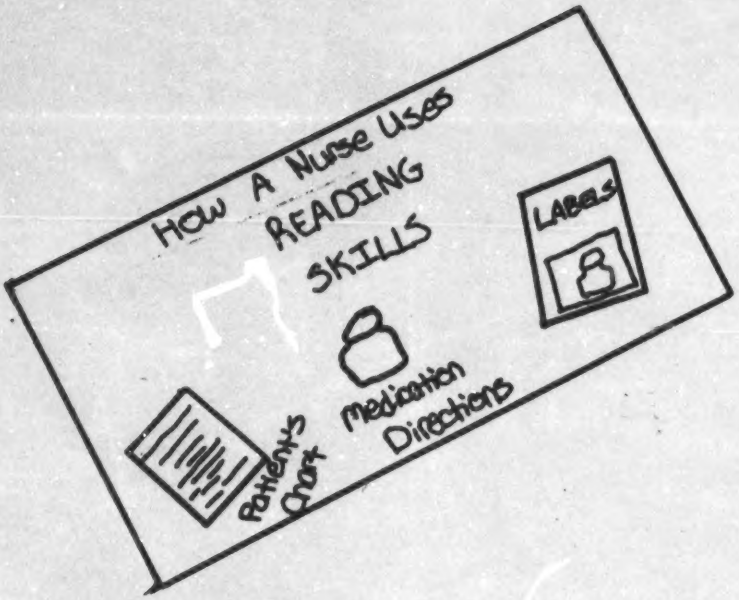


You need:

1. library
2. encyclopedia
3. pencil
4. paper

Find out what kind of training it takes to be a registered nurse (RN), licensed practical nurse (LVN), and a nurse's aide (NA). Do they have to go to school? If so, for how long? Who has to go longer? Use the encyclopedia to find out the schooling information you need. The school nurse may be able to help you gather additional information for your report.

TASK CARD 13



SCHOOL SKILLS

You need:

1. crayons
2. drawing paper

Choose one of the following to illustrate. Tell what your picture is showing. Include several ideas for each one you select.

1. How a nurse uses arithmetic skills.
2. How a nurse uses reading skills.
3. How a nurse uses writing skills.
4. How a nurse uses social skills.
5. How a nurse uses listening skills.

TASK CARD 14

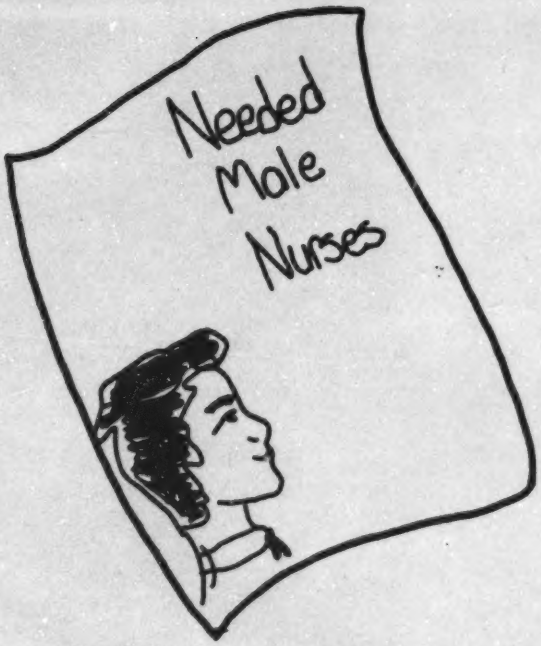
HELP WANTED

You need:

1. paper
2. pencil
3. newspaper

Look through the Help Wanted section of the newspaper. Notice the job descriptions. Create an advertisement for the Help Wanted section of the newspaper for a male nurse. Make your ad attractive. Be sure to include starting salary, place of employment, person to contact, and other information you consider important.

TASK CARD 15



You need:

1. construction paper
2. felt pens or crayons

The military services have many opportunities within nursing. Make a poster to attract men to a career in nursing. Be sure to include such things as:

advancement
salary
steady work
working conditions

TASK CARD 16

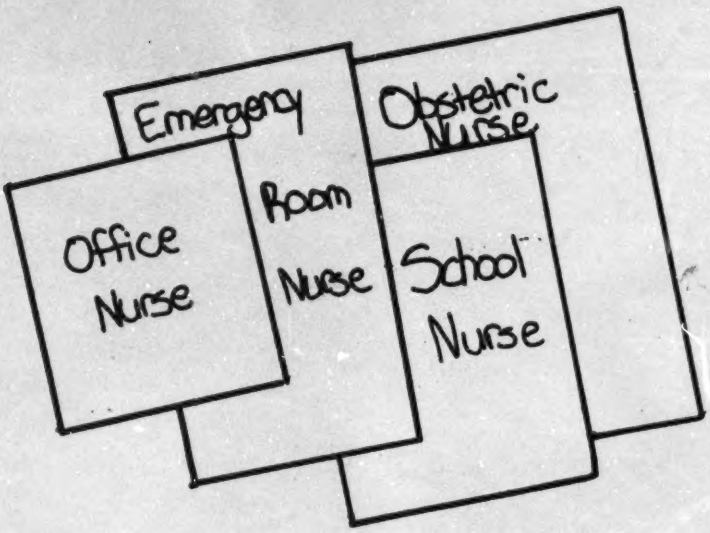
NURSING COSTS MONEY

You need:

1. pencil
2. crayons
3. 12 x 18 manila paper

Most people think of getting a job as making money. Jobs cost money to get into. Think about a career in nursing. Make a list of costs the job requires. Include such things as car, tools, uniforms, education. Make a picture of the costs of a job as a nurse. Try to estimate the total amount.

TASK CARD 17



USE YOUR RESEARCH SKILLS

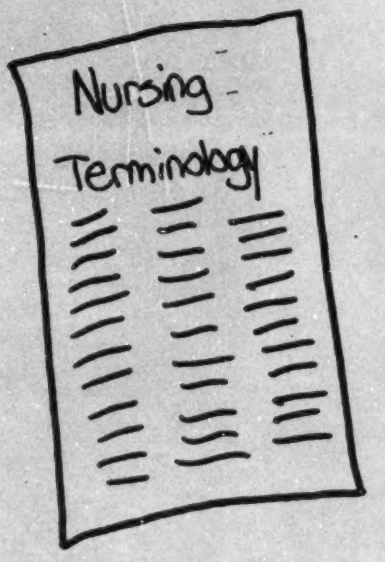
You need:

1. paper
2. pencil
3. encyclopedia or library book

Think about a career as a nurse. Which would you choose as a specialized area. Select one area of nursing. Write a one page report telling about the duties in the field of nursing that interests you. Write a paragraph telling why you selected that particular speciality.

Office nurse
Private duty nurse
School nurse
Nurse's aide
Emergency room nurse
Surgical nurse
Obstetrics nurse
Pediatrics nurse
Psychiatric nurse

TASK CARD 18

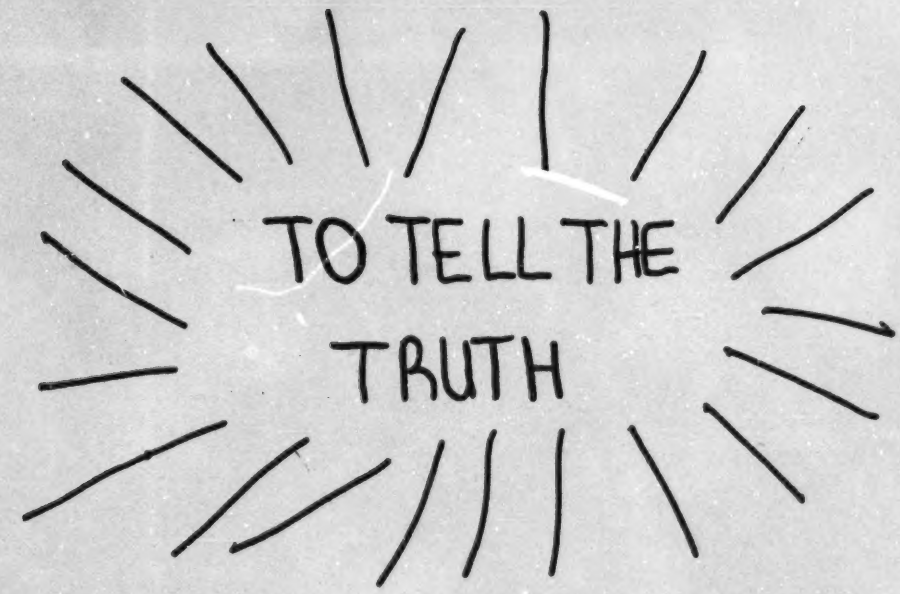


TERMS AND TERMINOLOGY

You need:

1. library books on nursing
2. pencil
3. paper

Look through several library books on nursing. Make a list of many words and terminology used in nursing occupations as you can find. You may want to start a class file with terminology from other job areas as well.



You need:

1. a group of students

Let's play the game "To Tell the Truth". Be prepared to ask questions about several areas of nursing. Be sure that you ask questions based on specialized areas of nursing. Select three areas. Each contestant must select one of the fields of nursing as a job. One job is randomly selected for questions the class votes to find the "real" worker.